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ABSTRACT

The purpose of this paper is to recommend guidelines for the development of a special collection of materials to support a fifth year master's program in Librarianship. Reasons for the desirability of establishing a separate library school library are stated and some of the factors to consider in the initial and continuing development of the library school collection are suggested. It is assumed that: (1) the separate library school collection is readily accessible to the library school, (2) the library school is housed either in the main library or in a building near the main library and (3) a full-time professional librarian is in charge of the library school library. The major responsibilities of the library school librarian are searching the literature for suitable materials, ordering these materials, working with the faculty, assisting students, and establishing procedures designed to make new materials available as soon as possible to students and faculty. (see also LI 002 796 through LI 002 802 and LI 002 804 through LI 002 807). (Author/NH)

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THE SPECIAL COLLECTION IN LIBRARIANSHIP

by

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LI 002 803

CONFERENCE ON THE BIBLIOGRAPHIC CONTROL
OF LIBRARY SCIENCE LITERATURE

State University of New York at Albany
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The purpose of this paper is to recommend guidelines for the development of a special collection of materials to support a fifth year Master's program in Librarianship. First, I would like to state the reasons why I believe it is desirable to establish a separate library school library, and secondly, to suggest some of the factors to consider in the initial and continuing development of the library school collection.

Assumptions

It is assumed throughout that (1) the separate library school collection is readily accessible to the library school, that (2) the library school is housed either in the main library or in a building near the main library, and that (3) a full-time professional librarian is in charge of the library school library.

Reasons for the Establishment of a Separate Library School Library

A separate library school library is desirable for the following reasons:

1. Library science materials (books, current periodicals, library tools, etc.) will be used more and to better advantage by students and faculty if they are close at hand. The aim of the library school program is to provide students with appropriate experiences in becoming librarians. If library science materials are scattered throughout the library building or in many different places on the campus, students spend a great deal of time running back and forth to locate materials. This is inefficient use of the students' time and there is little to be learned, except in a negative way, in walking from one place to another to use materials.

2. A greater breadth and depth of meaningful materials can be provided when there is a full-time library school librarian who is familiar with the curriculum, attends faculty meetings, works closely with the faculty, and has the major responsibility for the development of the collection. Also, the full-time library school librarian can provide assistance to students and faculty and maintain balance and continuity in the development of the collection

3. A library school library, with the necessary selection aids and library tools, eliminates the demand for working space by library school students in other library areas, e.g., the technical services department of the library. Laboratory materials for use by library school students can be examined and used without interfering with general library procedures.

4. The library school library is "home base" for students and faculty and it contributes to the morale and unity of the student body.

5. In the separate library school library there is usually more awareness of the need for additional copies of materials and the need for photocopying of journal articles. This results in better control and less loss of materials.

The Library School Library

Objectives and Functions

An objective should be a conscious goal toward which efforts are directed. Library objectives are practical rather than theoretical, not a "dream" but rather the firm "accomplishment" that you intend to achieve.

The objectives of the library school library are, in a broad sense, a formulation of specific ways to help support and implement the aims of goals of the library school. The objectives of the library school library, established to support a fifth year graduate program, might be stated as follows:

1. To make accessible to faculty and students a wide range of books and other materials relating to all aspects of librarianship.

2. To provide basic, supplementary and research materials for the graduate (and undergraduate) curriculum of the Library School.

3. To provide suitable space and facilities for laboratory analysis of library materials.

4. To serve as a model of effective, modern library practice.

5. To provide surroundings and climate for encouragement and enjoyment of reading and for the utilization of the materials.

The specific functions to be performed to accomplish the above objectives include the following:

(a) to provide a basis for course instruction

(b) to provide a means for supplementing classroom presentations through individual study

(c) to serve as a basis for research in librarianship

(d) to stimulate the use of a variety of materials

(e) to build a collection representing historical as well as current developments in the field of librarianship

The Intent and Extent of the Collection to Support a Fifth Year Program

The acquisition policy of the library school library broadly defines the categories of materials that are acquired to meet the responsibilities expressed in the aims of the Library School. Acquisition policies are related to intent and extent of the library materials collection.

The specific demands for library resources to meet the School's aims are a major controlling factor in the acquisition of materials. There are also other controlling factors, e.g., (a) the working relationship between the College or University Library and the Library School to avoid unnecessary duplication of materials; (b) the access to a collection of books for children and young adults and other special collections, (c) the campus audio-visual services and (d) space and budget limitations.

The objectives of the Library School Library are essential guides to purchasing or otherwise adding materials and represent the intent of acquisition. The extent of acquisition is expressed in the following degrees:

Comprehensive	--a collection including all publications needed in a subject area
Extensive	--subject area coverage is wide; may include specialized collections
Average	--subject area coverage is basic
Minimum	--subject area barely represented in the collection
None	--subject area not represented in the collection

In the following statements, it is recognized that wherein the collection of the Library School Library may be minimum or average in some basic subject areas, the combined campus collections may provide extensive or comprehensive coverage for the library school faculty and students. For this reason the policies of the related libraries are taken into consideration.

The functions of the Library School Library and the degree to which materials are acquired are as follows:

A. To provide basic and supplementary materials for course instruction. The Library School Library acquires:
   --a comprehensive collection of books and journals on librarianship in the English language

--a minimum collection collection of books and journals
on librarianship in foreign languages
--an extensive collection of books for children and
young people for reading and evaluation
--an average collection of standard reference books for
for study and evaluation
--an average collection of basic, authoritative introductions
and outlines to the various fields of knowledge
--an average collection of materials on books and printing
--an average collection of trade bibliographies
--a minimum collection of materials on administration,
management, communications, literary criticism, and
other subject areas closely related to librarianship

B. To serve as a basis for research in librarianship the Library School Library acquires:
--an extensive collection of Ph.D. dissertations
and master's theses in librarianship; studies not
appearing in book form are purchased in micro-film
or on micro-card
--an extensive collection of recent annual reports of
the large public libraries and selected academic libraries

--an extensive collection of library plans, legislative reports, surveys and research reports since 1956 from states in the region served by the Library School and other states having progressive state-wide library design programs

--a minimum collection of controversial materials

C. To stimulate the use of a variety of materials:

The Library School Library acquires:

--an extensive collection of vertical file items, e.g. library reports, staff manuals, and other examples of library practice

--a minimum collection of posters and other exhibit items

--a minimum collection of films and film strips about libraries

The importance of up-to-date pamphlets and other vertical file materials cannot be over estimated in a professional library. Such materials include:

Representative examples of library publicity; clippings, library handbooks; statements of library policy; film and book lists; building program statements and building plans; pictures; etc.

State laws; state plans; state standards; state-wide surveys; state news letters and bulletins; and representative samples of state-wide action programs (legislative campaigns, recruiting, National Library Week, etc.).

Government documents directly related to librarianship e.g., library statistics, reports of conferences, the Civil Service Commissions classifications and pay plan for library employees, etc.

Catalogs, announcements and reports from schools of librarianship.

State documents, bulletins, newsletters and reports related to libraries.

Laboratory Collections

One of the major functions of the library school library is to provide laboratory collections for use in the study of the following areas of librarianship:

Reference - frequently used reference works such as encyclopedias, dictionaries, and indexes

Selection - a demonstration collection of books for children and young people; selection aids and tools

Cataloging and Classification - basic tools, selected books for practice use

Research - annual reports of libraries, surveys, research reports, etc.

History of Books and Printing - a selection of rare books, manuscripts, and facsimiles

If adequate space is available, a representative collection of instructional materials and modern audio-visual equipment should be housed in the Library School Library.

The equipment and furnishings of the Library School Library should represent current developments in modern library practice, including carrels, rooms for typing, shelving, study tables, and display areas.

Selection Policy and Procedures for the Library School Collection

The selection policy sets forth criteria for evaluating each item added to the Library School collection. This policy is intended to clearly reflect the aims of the Library School and to serve as a guide in building a balanced collection of valuable and useful materials which are related to the purposes of the library.

Selection of materials for the Library School Library is based on five assumptions concerning the selector, (1) a thorough knowledge of the curriculum, the course outlines and needs of the library school "community;" (2) the ability to stimulate and anticipate use of materials as well as to meet the reading-list requirements; (3) the intent to maintain a balanced collection in terms of basic aims; to balance special demand with general demand; (4) the ability to recognize the merit, the usefulness and the timeliness or permanence of the item and (5) the experience necessary to understand and maintain standards of quality in library materials.

The selection policy sets forth principles and standards for choosing, retaining and discarding library materials. The principles precede the standards:

A. Materials for inclusion in the Library School Library should be selected, retained and discarded with due consideration of the objectives of the Library School, the Library School Library, and the Institutional Library.
   --The collection is examined on a continuous basis in terms of curricula objectives.

B. The materials collection should reflect the expressed and potential needs of the library users.
   --Selection is based on general knowledge of the library school "community"--faculty, students, and practicing librarians in the region who are engaged in continuing education in librarianship and/or library research.
   --The acquisition, selection and loan policies of the libraries on the campus are important factors to be considered in selection. There will be duplication of materials when needed to meet the needs of students.
   --Worn-out materials are discarded, except that a minimum number of copies of materials of historical value for research purposes will be retained.

--While high standards of quality in content, expression and format are recognized in building a collection of materials for the Library School Library, a variety of types of materials of questionable quality are included for purposes of evaluation.

--Ephemeral materials, such as pamphlets, reports, surveys, examples of library publicity, articles and clippings are included in the Library School Library to meet immediate needs and interests of the users. For up-to-dateness and greatness potential use, these files are reviewed on a regular basis.

--Ph.D. dissertations and master's theses in librarianship are selected on the basis of (a) research value (b) historical significance (c) specimen of application of research techniques (d) usefulness in the graduate courses of the Department of Librarianship and to the librarians of the geographic region served by the Library School.

The librarian in charge of the Library School Library has primary responsibility for acquisition and selection of materials. To assist the librarian, each member of the library school faculty is responsible for requesting current and past publications and non-print materials pertaining to the areas in which he teaches. Departmental bibliographies should be checked periodically by the librarian in charge of the Library School Library to determine the course assignment load for basic materials and to provide additional copies as needed. The list of subject areas

below may serve as a basis for determining faculty responsibilities in selecting materials for the library school library:

Historical

American Libraries

European Libraries

Books and Printing

Librarianship

Children's Literature

Library Organization, Administration, and Service

Academic libraries
University and college
Junior college and community

Public libraries
Services to adults
Services to young people
Services to children

School libraries
Elementary
Secondary
Vocational

Special libraries
Governmental
Business
Science and Technology

State Library

Literature

of the humanities
of the sciences
of the social sciences

Materials selection (book and non-book)

adult
young people
children

Research

methods
in librarianship

Organization and control of materials

cataloging and classification
technical processing
circulation
equipment and supplies
centralization patterns

Reference Books and Service

Information Science (retrieval and documentation)

Library Technology

Library Statistics

Allied fields of librarianship, e.g.

adult education
book production
book publishing
children's book council (book week)
communications
intellectual freedom
literary criticism
national book committee (N.L.W.)
reading studies
scholarship
state and federal legislation

The Library School Librarian

The major qualifications for the librarian of the Library School Library are: a fifth year degree in library science, particularly pleasing personality, a knowledge of library literature, and an understanding of the needs of library school students and faculty.

The functions of the library school librarian are:

1. To maintain effective communication with faculty members and to keep them informed of materials relating to their teaching areas.

2. To establish policies for acquisitions.

3. To institute policies concerning maintenance of the library school library collection.

4. To maintain a close working relationship with the staff of the main library and other campus libraries.

5. To establish personnel procedures for library assistants: prepare job descriptions, interview all applicants, train and supervise all assistants.

6. To provide incoming students with an orientation to the library school library supplemented with a printed guide.

Whenever possible it is desirable for the library school librarian to teach one course during the year to keep in contact with the concerns of the instructors and students.

In summary, the major responsibilities of the library school librarian are searching the literature for suitable materials, ordering materials, working with the faculty, assisting students, and establishing procedures designed to make new materials available as soon as possible to students and faculty.

December, 1967